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THE VALUE OF ANALYTIC CATALOGUING*

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Analytical cataloguing is one of the things in the library profession which call for an expenditure of time rather than of money; consequently, this period of depression, when we all have rather more time than money, seems to the committee which planned this meeting a suitable period in which to recall the value of analytic cataloguing. Some ways in which it is especially useful in a school library, I shall attempt to make note of here, knowing that my remarks will be a mere introduction to the subject, and that the comments of Miss Murphy and of the other members who will be good enough to participate in a discussion of these remarks will constitute the more important part of this number on our program.

Be assured that I am not going to tell you anything new or arresting. To begin with something extremely obvious and trite, I shall declare that great amounts of valuable material lie buried in our libraries, actually buried. To follow this I shall put another truth equally well known to all of us; namely, that analytic cataloguing is pre-eminently the means for uncovering this golden material. In other words, a good system of analytic cataloguing discloses the material indirectly to the patron of the library. In this way analytic cataloguing saves the librarian inquiries without number that come to him daily; it is an impersonal assistant librarian installed in his library. This, however, we must say in a whisper, or else analytic cataloguing, like the machine, will come in for dislike on the part of a world worried by the problem of unemployment.

Now to continue with these elementary and obvious facts, I remind you that a small library has more need of analytics to uncover its buried material than has any other type of library, unless I except the library of a higher institution which aims to be of special service to research workers. In this matter of the small library, it is evident that the less material one has, the more one must exploit that material. Furthermore, in the small library of a primary or secondary school, what is often desired is a short account of a topic rather than an exhaustive one such as is found in an entire book on one subject. And again, the small school library with many analytics is able to supply with material on a given topic a correspondingly greater number of members of a class at one time. Finally, it is a favorite contention of mine that the small library of a Catholic school is the library

which more than all others needs numerous analytics, this for the reasons which I shall discuss later.

As to the economy represented by analytics, it will appeal to librarians who are concerned with a saving of initial expense and similarly to those who are trying to cope with the growing needs of a school. Father Kane has suggested to me a thought that I shall pass on to you; namely, that an analytic card which costs twenty or thirty cents to make—labor and all—often equals in value a new book. I might add in passing that analytics need not be elaborately made; many of the handbooks for librarians are now calling attention to the fact that too much information on cards is likely to confuse the average user of a catalogue. Of course, definite directions on the making of analytics, detailed and abridged, are given in our handbooks, as for instance in the "Cataloguing Rules" of Dorcas Fellows, published by the Wilson Company in 1922.

Now as to the value of the various types of analytics. These are, broadly, title analytics, author analytics, and subject analytics. As to the title analytics, we need not dwell on their usefulness, for it asserts itself when we recall that they are made for collections of fiction, including, of course, the short story; of drama, including one-act plays; of essays; and of poems. As to author analytics, they are called for when collections of all kinds of writing are made according, not to author, but to type, time-period, or some other classification. I need scarcely stop to illustrate by saying that a volume of short stories by Tarkington may call for a set of title analytics, while a volume of representative American short stories may demand a title card and an author card for each of its tales; as for "The Gold Bug" by Poe, an author card for Poe and a title card for "Gold Bug" may be provided.

As to the third class of analytics, subject analytics, they are of the utmost importance, for instance, when applied to collective biography, or to each section or chapter of many varieties of books all the way from volumes of critical essays to works on applied science. And this brings us to sets of books. Whenever I hear the words "analytic cataloguing," I think of the sets of books with which the average Catholic school library seems to be beset. Yes, we are literally beset with sets. Here again, our solution of the problem of the sets which lie so nearly useless on our shelves is analytic cataloguing; if we put work into the sets by making analytics, they will work for us, sharing a characteristic of the machine of our age, I believe. I should like to be allowed to insert here a little word of warning: very often sets of books presented to us

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COMMUNICATIONS

An enthusiastic correspondent who has many years of library service behind him has suggested that we publish more short letters from readers. Although the greater portion of our monthly should be devoted to articles, he went on to say, much enlivening interest in our columns would be effected by a large number of communications. In haste we dispatched to our correspondent our editorial credo: We believe in reasonably short articles pertaining to the ideals and purposes of our organization; We believe in a larger number of letters, for in the exchange of opinions pertinent difficulties will find solution; We believe in considerably more items in our NEWS FROM THE FIELD department, for in a sense these personal items recount the history of our progress (it is not exactly balm to the editor's enthusiasm when such items appear in columns other than the *WORLD*); We believe, finally, in a constructive monthly, glowing with interest for all our readers. We cordially invite more communications. To remove the one possible barrier, we announced last month that we will publish letters with anonymous signatures, provided we know the identity of the correspondents. The more willing we are to cast aside personal complexes of modesty, etc., to a greater degree will our monthly perform the function for which it is intended.

FOR OUR BENEFIT

A good bibliography is always the handmaid of the alert librarian. It is his faithful stand-by, in season and out. The January issue of *The Modern Schoolman* contains a select and classified bibliography of Philosophy the value of which college and seminary librarians will not be slow to appreciate. Compiled under the direction of Rev. Leo W. Keeler, Professor of philosophy at the Gregorian University, Rome, this bibliography will often prove a friend in need (even though it might remind the librarian of his utter poverty in a section wherein he might have considered himself somewhat well-to-do). Individual copies of the bibliography may be obtained for twenty-five cents from the publishers of *The Modern Schoolman*, to whom Catholic librarians are deeply indebted for their enterprise.

The holdings of our libraries in early Catholic church history in the United States are not generally matters about which we delight to brag. Yet the subject is gaining greater importance every day. Once

again a bibliography can be of inestimable assistance to us if only to know the existence of items which are now beyond our reach. *The Catholic Historical Review* for January furnishes us with what is modestly referred to as a "tentative bibliography of anti-Catholic propaganda in the U. S. (1800-1860)." Here is a list of almost 500 books, pamphlets, newspapers and magazines circulated as anti-Catholic propaganda before the outbreak of the Civil War. The work reflects considerable scholarly research on the part of Ray Allen Billington of Clark University.

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MAY IT BE SUCCESSFUL!

An attractive folder entitled "The Second Year" reflects the enthusiasm and enterprise of the Bruce Publishing Company in maintaining that high calibre of scholarship manifested in the *Science and Culture Series*. During 1932 fourteen volumes were published. At the present time eight volumes are in preparation, each by an author of accepted ability. Even in times when publishing ventures are considered to be uncommonly perilous, the Bruce Company confidently faces the future because the *Science and Culture Series* is a direct response to the call of our Holy Father for Catholic Action. Under the able editorial direction of Rev. Joseph Husslein, S.J., the second year of the *Series* has begun. The undertaking will receive the universal support it so richly deserves, for it is a challenge to the times; it is truth again repeated that the Church Militant is never in retreat.

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REV. JOSEPH RICKABY, S.J.

One of the most famous Catholic scholars and authors of this generation recently passed away in his eighty-ninth year. Since 1879 Father Rickaby has been occupied with his pen. A large number of works extending from small pamphlets to volumes considerable in length and learning testifies to his versatility. Philosophy, Asceticism, Literature, Bibliography and Theology do not by any means represent the entire gamut of erudition reflected in his numerous writings. He was a superb retreat-master and he was in great demand on account of the freshness of the idea he imparted. For generations to come Catholic librarians will turn to his works for the scholarly nuggets contained therein.

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FREE FOR THE ASKING

"I have copies of the *N. C. W. C. Bulletin* for years back, also *America*. Can you give me the name of one who can use them gratis," wrote Mr. John S. Reiner, 1804 West 59th Street, Chicago, Ill., to the editor of *Catholic Action*. Mr. McMahon asked us to call this generous offer to the attention of our readers. Mr. Reiner will have no difficulty in finding a home for his surplus magazines. "The early bird..."

ANALYTIC CATALOGING

(Continued from Page 41)

or otherwise provided for our libraries are filled with material which has been proved inaccurate, historically or otherwise, either since the publication of the set or in some cases before the time of compilation. Manifestly, sets which on being checked in a few of their chapters appear to contain material which is not accurate, or which is ambiguously or unsatisfactorily written, need not be provided with analytic cards.

The judicious work in subject analytics possible on sets and books is seen in such examples as the following: The *Harvard Classics*, in which are found such things as high-school students are frequently in search of; "*Narrative and Critical History of the United States*," by Winsor, which can be analyzed for items which experience shows are needed by students, such as "The Inca Civilization in Peru," in the first volume, "Las Casas and the Indians," in the second, "Early Explorations of New Mexico," in the second, and so on; *Medieval Culture*, by Haskins, which contains subjects which are not always easy to find except as parts of books, such as "Latin Literature of Sport," "Life of Medieval Students," "Spread of Ideas in the Middle Ages," and many more.

To illustrate the value of subject analytics from another angle, let us suppose a small library with half-a-dozen (or probably fewer, alas!) good books on Saint Joan of Arc. Now, if it possesses a *Catholic Encyclopedia*, it possesses an authentic sketch of the saint by an expert in her lore, the Rev. Herbert Thurston, S.J., and if it has a new *Britannica*, it has also a detailed account of her career (slightly tinged with rationalism, I believe) from the pen of Pierre Champion, a specialist in the history of her century in France. Perhaps the library has a set or two of correctly written volumes on general history, they may yield another reference or two. If it has in addition a volume of Mr. Chesterton's *The Thing*, it will show one more article, the chapter "The Early Bird in History." Thus, instead of the original half-dozen references, the library will have made available for its patrons another half-dozen of them.

In like manner, a library with a modest collection of standard works on Shakespeare can double its available material on the dramatist in the way I have indicated for Saint Joan of Arc. Furthermore, material for specific subjects in the Shakespeare field can be catalogued according to chapters or other divisions of books. If instructors are assigning papers on such narrowed subjects as "The Boyhood of Shakespeare," "The Parents of Shakespeare," "Stratford-on-Avon," "The Comedies of Shakespeare," and the like, analytics prepared from chapter-headings of the few special books on Shakespeare, supplemented with analytics on material in sets on literature, the drama, the kindred subjects, and on material in volumes of essays and critical works, will give the students at once a bibliography to start with, and that at an immense saving to instructor and librarian.

Now as to the tremendous value of analytics in a Catholic library. We all realize that there is a dearth of material, both facts and criticism, relating to literature, history, education, sociology, and the like, written from a Catholic point of view. When we say, written from a Catholic point of view, we mean practically, written from a point of view that takes moral values into consideration. To be more specific, let us speak of criticism of literary output, criticism of the writers of this or an earlier day. We must acknowledge that there are few if any books written by Catholics treating an individual writer or movement or trend in literature. Practically all the information of this kind that can be had comes in the volumes of critical essays of Mr. Chesterton, Mr. Belloc, Dr. Egan, Canon Barry, Miss Repplier, Father Gillis, and a few others. Mr. Chesterton, for example, may devote a chapter or a section of one of his numerous volumes of essays to an evaluation of the work of Mr. H. G. Wells, or Mr. Mencken, or Mr. Dreiser, or Mr. Arnold Bennett (to mention only the moderns); and this means that when an analytic card has been prepared for each of the significant chapters of such a book written from the point of view of a Catholic, the school library owning these books has put at the disposal of its students a wealth of material that would otherwise escape their notice. This is the missionary project of the Catholic librarian. As far as I can judge, it is only from such analytics and from the entries in the new *Catholic Periodical Index* that criticism of literature from the point of view of the Church and morality can be made available for the young people who are studying in our institutions.

Certainly we could multiply illustrations of the usefulness of analytics in opening up the Catholic resources of a Catholic library. It is important that the librarian should not be deterred from supplying his cataloguing with these desirable analytic cards of all kinds because the task appears to him to be onerous and endless. Not all the material in his collection need be analyzed. Rather, by slow degrees he can prepare analytics on the material which is in the most common and constant demand. A librarian will know the general outlines of study in the departments of the school. He and the instructors can agree among themselves, perhaps somewhat indirectly, as to the material which is most necessary for term-papers and various reports and likewise the material to be studied in courses in the drama, the short story, and other forms; in short, the material as a whole immediately useful for classes in Religion, literature, social science, science, art, and every other branch in the curriculum.

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"RICHARD DEHAN"

Doubtless there are some Catholic librarians who have hitherto been unaware that "Richard Dehan" was the pen-name of Miss Clotilde Graves, who died a short time ago. Miss Graves gained distinction in two fields of writing, for in addition to her many successful novels, several plays have added lustre to

her fame. As a playwright she was widely known under the name of Clo Graves. She was received into the Church in 1896. Embarking on her literary career as a playwright, Miss Graves displayed still greater industry and versatility by a series of novels embracing a wide field of fiction. In the death of "Richard Dehan" contemporary Catholic fiction has lost a popular exponent.

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ST. ANTHONY AMONG THE MAGAZINES

By A FORGETFUL LIBRARIAN

St. Anthony is the Patron Saint for the finding of lost articles. Few of us but have turned to him for help at some time or other, for somehow, things do get lost or are misplaced or we simply forget just where we did see this or that thing that we now so dearly want. Those of us who have a Master's degree in the art of forgetting hardly appreciate the amount of time we lose in aimless searching for forgotten and mislaid articles. A blind man more than once has consoled me with his quaint remark: "You'll find it just where you left it."

Magazines and their contents offer me more occasions for practising my forgetting habit than all my other work together. Prompt keeping of engagements is a mere trifle—it's always pleasant to see nice people. Answering letters doesn't worry me. In fact, there are so many advantages in delaying answers to correspondence that I regularly avail myself of them. But to keep track of magazine articles is simply beyond me. The weeklies, monthlies, bi-monthlies and quarterlies, through kind Uncle Sam's postal service, regularly leave their stored up wealth on my desk. And as often as they come, that particular day seems to be an exceptionally busy one. I scan the table of contents. Hardly one of them but offers some particularly attractive article. "I surely must read that"; "There's something I've been looking for"; I mustn't forget that," etc. I pile the magazines on a desk or chair. The library assistant who knows he'll get Hail Columbia if those new numbers are not promptly placed in their binders and put in circulation comes along, takes them all and I forget my legenda list. Then four or five months later some one asks where he might find a good article on this or that subject, for example Newman Clubs. I begin to think. "Now let me see, there was an article on that very subject in—oh, what was that magazine? It was in a recent number, I'm sure." We receive, by the way, only about 190 recent numbers. I go into a thinking huddle, and of course, because I have a Master's degree in the art of forgetting—I forget.

Oh, how often have I wished that there was a St. Anthony among the magazines! Imagine my joy then this past Christmas when some good friend (probably one of those who had often asked me to tell him or her where an article on this or that subject might be found) sent me an honest to goodness St. Anthony among the magazines. No youngster ever played with a Christmas toy as I played (and am still

playing) with that guide. For guide it is surely, especially to one like myself who has a Master's degree in the art of forgetting. "What was that article that so and so asked me about three or four months ago? Oh, yes!—Newman Clubs!" Now, let's see if my new St. Anthony among the magazines will help me. I looked and I found this: "With the Newman Clubs. *Illus. Missionary* v. 45, pp. 8-9. Jan. 31." Oh, Joy! And I went hunting further.

Among my unanswered correspondence is a letter from a dear friend who wants to take up hospital work. "Do you know where I can find some articles bearing on this subject, written from a Catholic viewpoint?" "I wonder will my St. Anthony among the magazines help me in this?" I said to myself. Evidently the good saint wants me to have a special devotion to him, for he rewarded my search by giving very definite direction as to where I might find fifty-five articles on this subject. And on the kindred subject of Hospitals, he directed me to ninety-two articles. My, but he's generous! He must be very much interested in nurses and hospital work.

Some time ago a zealous young priest who loves the work of preaching and has shown that he has considerable ability as a speaker, got talking to me about sermon material and asked if I could tell him where he might find new and usable matter, "I've gone through many a book of sermons," he said, "but somehow or other they don't sound genuine to me, and I wonder at times if the good men who wrote those books actually preached the sermons as they appear on the printed pages." Perhaps it was this candid expression that made me see in him a kindred spirit to my own. Anyway, I became quite interested in his work and eager to help him. "Let me think the matter over," I said to him, "and I'll see if I can find anything that might help you." But thus far my thought and search had yielded very little of practical value. Then an inspiration came to me. Could I count again on my faithful St. Anthony among the magazines? It was almost too much to expect, but my previous unlooked for successes made me bold. So a third time I turned to my guide, and a third time was lavishly rewarded. Would you believe it! He told me where to find seventy-six new and outstanding sermons. Do you wonder that when my clerical friend came again, asking if I had been able to find anything for him, I introduced him to my St. Anthony among the magazines, and so gained another follower for my guide.

Yesterday's mail brought me a letter from a teaching Sister in one of our large dioceses in the Eastern States. "Each year, as you probably know," she says, "we have a subject assigned for debate among all our high schools. This year the subject chosen is: 'Resolved that the best way of settling our war debts is to demand one quarter in money and one quarter in goods.' In the quiet of our convent home we don't discuss such topics, nor do I know where to direct my students to get reliable matter to work up their

debates. Can you give me some suggestions? I'll be very thankful if you can."

"Too bad, Sister doesn't know you," I said, turning to my St. Anthony among the magazines. You see by this time I felt confident that he'd find for me anything lost in the magazine world. Seemingly he isn't as much interested in settling war debts as he is in nurses, hospitals and in helping priests in sermon work. Nevertheless, he did not disappoint me. For after telling me where to find an explanation of what cancellation of these debts would mean to us, he directed me to sixteen magazine articles on the subject. Surely enough to work up both sides of a debate. And on the closely cognate subject of Disarmament, he told me where to find twenty-two magazine articles.

After all this help given me in finding lost or forgotten articles among the magazines, it was only natural that I should grow more devoted to my kind and extremely helpful guide. More and more I turned to him for assistance and not once has he disappointed me. He is ever ready and seemingly glad to place himself at my service. Our closer friendship has taught me several facts concerning him. I have found for example that as often as I have asked him to help me find articles connected with the Church and her manifold interests, such as history, education, Catholic social action and the like, he simply overwhelms me with the wealth of information he gives me. But above all else, he must have a special predilection for Our Holy Father, Pius XI, because the first time I asked my guide to help me find a commentary in English on Our Holy Father's Encyclical on CATHOLIC ACTION, he seemed to be particularly pleased and poured out such a fund of information that I had to beg him stop, and promised to come to him again for more of his wealth.

So again, I pray blessings on the kind friend who sent me as a Christmas present St. Anthony among the magazines—*The Catholic Periodical Index*.

LIBRARY SCIENCE IN THE CATHOLIC HIGH SCHOOL

SISTER M. LOUISE, S.M.

(Continued from January Issue)

The following term these same students find their programs carrying library science as a required subject for the term. The work of the second term includes a review of the lessons given in the 1A grade. The new material deals with library science proper, its significance—a formal definition—its opportunities and objectives, together with a discussion of the reference tools available in a library. The other lessons follow in this order:

Lesson 2. Printed Parts of a Book with emphasis on the Church's Imprimatur.

" 3. How to Judge a Book and the Value of Note-Taking to the Student.

" 4. The Dewey Decimal Classification.

" 5. The Use of the Card Catalogue.

" 6. Study of Dictionaries and Encyclopedias.

" 7 and 8. Special Reference Books.

The students are required to handle for entries and excerpts and to give individual comments on the usefulness of TWENTY-FIVE special reference books. These include:

RELIGION (Ten in this group from which the students choose 9)
Catholic Dictionary, Biographical Dictionary of the Saints, ... The Book of Saints, Concordance of the Scriptures, Verbal Concordance to the New Testament, Anecdotes for the Catechism, Catholic Builders of the Nation, Studies in Church History, Catholic Yearbook and Almanac, and Roman Index of forbidden books.

SOCIOLOGY (Seven in this group from which the students choose 3)

Statesman's Yearbook, World Almanac, Official Congressional Directory, Legislative annual, Curiosities of Popular Customs, Etiquette, and The Gracious Hostess.

ARTS (Two in this group from which the students choose 1)

Art Through the Ages and Good Times for All Times.

LITERATURE (Fifteen in this group from which the students choose 6)

Brewer's Dictionary of Phrase and Fable, Granger Index to Poetry, Song and Recitation, Warner's Library of the World's Best Literature, Walker's Rhyming Dictionary, Fifteen Thousand Useful Phrases, Bouillon's Dictionary of Kindred Words, New Dictionary of Thoughts, Hoyt's Practical Quotations, Toaster's Handbook, Concordance to Shakespeare, Reader's Handbook, Catholic Anthologies (three).

HISTORY (Nine in this group from which students choose 3)

New Larned History for Ready Reference, Pageant of America, Walker's New International Atlas of the World, Hammond's Gazetteer of the World, Rand McNally's Commercial Atlas of the World, Cambridge History, America, One Thousand Sayings of History, Carpenter's World Travels.

BIOGRAPHY (Six in this group from which the students choose 3)

Catholic Authors in Modern Literature, Catholic Who's Who, Living Authors, Who's Who, Who's Who in America, Lippincott's Pronouncing Biographical Dictionary.

Lesson 9. Magazines reviewed and compared. Report on "Ten Magazines That Serve My Needs." Service specified in each case.

" 10. How to read the daily newspapers.

" 11. Indexes: *Catholic Periodical Index, Readers' Guide, United States Catalogue, Book Review Digest.*

" 12. How to make a Bibliography. Each student chooses a subject and writes a bibliography that contains twenty entries culled from the four indexes given in Lesson 11 and from the Card Catalog. Only FOUR entries are allowed from each tool.

The preliminary procedure for the word of the 1B grade attends to the distribution of mimeograph sheets containing the contents of the various lessons which are to constitute the body of a library science notebook to be put together by the student, and in the announcement of the scope of the work required from each student. The requirements are the satisfactory completion of FOUR contracts in addition to the regular classroom recitations.

Contract 1. To build up a book just as an author does, using the mimeograph sheets for the body of the book. The student becomes the author of her own book, arranges it in proper order of printed parts, supplies a suitable frontispiece,

makes out the title page, copyrights it, inscribes her own dedication, formulates her preface, arranges a table of contents, assembles chapter by lessons, develops a glossary and completes the book with an index.

Contract 2. Twenty-five special reference books, chosen from the list according to the number from each group, must be examined for individual comment and an entry or excerpt made for each.

Contract 3. Report on "Ten Magazines That Serve My Needs."

Contract 4. Bibliography on subject chosen.

You may argue that a policy that is coercive brings no permanent results. Granted. But, then, has youth ever, unaided, chosen wisely in things which determine its ultimate good? Our young people are keenly alive to the opportunities of self-improvement when such opportunities savor of self-help. They are not easily convinced, however, that one learns to do only by doing. We find students alert to adopt any method whereby the burden of assignments to be prepared at home may be reduced. The girls of our high school are normal American girls of average mentality. We are not hampered by geniuses, though occasionally we are deterred by the mentally retarded. The students take favorably to the instruction in Library Science. They do not consider it an *easy* course by any means, but they are attracted by the novelty of the contract method. Out of one hundred ninety-three students who composed the library science groups this term, one hundred sixty-three attained the required passing mark by satisfactorily completing the four contracts and passing the final examination.

Provision is made that every student receives the prescribed formal instruction in library science, but after the first year no further instruction is given in the subject. The instruction is given exclusively by the librarian in charge. She lives laborious but happy days meeting twelve groups of first-year students, six groups weekly, each group averaging forty students. In the beginning we adopted the plan of enlisting the services of different departments in teaching library science. The plan had to be discarded, for the teachers themselves had to learn the matter before they could present it. Moreover, there was a tendency to emphasize one subject to the neglect of all others. Furthermore, the lessons assumed the form of drastic assignments.

Objective of the Course

The objectives of the course in library science are threefold:

1. To safeguard the faith of our Catholic youth in their library habits.
2. To provide safe facilities for the fruitful employment of leisure.
3. To attract to Catholic librarianship the talent that is sorely needed.

It has been said that half our education consists in knowing how to find information. With this thought

in mind we are justified in charging the American system of education with only half educating its products. In the *Catholic Educational Review* for January, 1931, we find that there are between fifteen and twenty thousand high schools in the United States without library facilities, according to a bulletin issued by the American Library Association. Few of us here present had any practical training during the period of our secondary education in the use of library resources. The universal acceptance today of the need of a knowledge of the use of books and libraries to individuals makes any argument for a library science course in all our high schools unnecessary. Fortunately, Catholic high schools are not the worst offenders in this matter of library facilities.

Catholic libraries here in the United States are coming into their own gradually but surely and creditably. The outlook is encouraging. Our Catholic colleges having recognized the great dearth of ability among their students to use the resources of their libraries have met the defect with profit and encouragement to the cause of Catholic education. It now behooves our Catholic high schools to assume earnestly their responsibility to equip more adequately the youth coming to their portals to taste of the draughts of knowledge that stimulate to worthy living. But as Catholic educators why do we ignore our heraldic bearings of long centuries? Ours is a bibliophilistic heritage that all the world might have reason to envy. As Catholic bookmen, do we not trace our heritage to the Divine Author? Was it not the genius of men and women en route to sainthood in the monasteries of the early ages that gave to the world the only genuine libraries? We offer no apology when we claim that the Church's position in the whole scheme of education is that of librarian par excellence. Catholic literary genius is being rudely awakened from its lethargy by the powerful activity of the Catholic press stirred up to enthusiasm by the silver trumpet of CATHOLIC ACTION blasting forth the genius of our Catholic forbears. Doctor Walsh, in his *Thirteenth—the Greatest of Centuries*, shows us how the churchmen of the middle ages appropriated to themselves the art and science of libraries, and used them as media for a community profession of the faith that was their noblest boast. He says:

"For two hundred and fifty years before the art of printing was introduced, libraries and circulating libraries existed in Catholic Europe. A diocesan council held in Paris in 1212 with other words of advice to religious, recalled to them the duty they had to lend such books as they might possess, with proper guarantee for their return, to those who might make good use of them. The council formally declared that the ending of books was one of the works of mercy. Of course it will be realized that the number of books or manuscripts was not large, but on the other hand, it must not be forgotten that many of them were works of art in every particular, and some of them that have come down to us continue to be among the most precious treasures of great national and state libraries. The thirteenth century anticipated most of our very modern library regulations—those regulations which are supposed to be the first fruits of quite recent science in the circulation of books—had been the work of the Church-trained librarians. The constitutions of the Abbey of St. Victor of Paris, give us an excel-

lent idea at once of the solicitude with which books were regarded, yet of the careful effort to render them useful to as many persons as possible. One rule states that the librarian should be trained to know the contents of every volume in the library, in order to be able to direct those who might wish to consult the books in their collection, and thus save the readers' precious time."

In the same volume, Chapter IX, "Libraries and Bookmen," we find monastic regulations for collecting and lending books, library rules for circulating libraries, fines for misusing books and library catalogs. In order to repair worn-out copies, every abbey had its own scriptorium or writing room where especially the younger monks who were gifted with plain handwriting were required to devote certain hours every day to the copying of manuscripts. Manuscripts were borrowed from neighboring libraries and copied, or, as in our own modern way, exchanges of duplicate copies were made. How much the duty of transcription was valued may be appreciated from the fact that in some abbeys every novice was expected to bring, on the day of his profession as a religious, a volume of considerable size which had been carefully copied by his own hands. Special sums of money were set aside in most of the abbeys for procuring additional volumes for the libraries by purchase.

It is an undisputed principle that a library of some sort is an essential part of every Church establishment. We fully realize that the financial status of Catholic institutions in this country has worked a hardship in the maintenance of Catholic school libraries. Yet, on the other hand, we see pastors who have accumulated unto themselves magnificent treasure houses of books, while the high school or parish school under their immediate supervision is forced to seek its appreciation of good reading from the public library. If a library is good in the religious atmosphere of the rectory, is it not doubly good in the apprenticeship for raw recruits learning their only real business in life? Would that the genius of our Chief Pastor, Pius XI, for making the love of books contagious and practical might be injected into the pastors of our own day! Most certainly our pastors must possess that same royal bounty in dispensing their goods that characterized the churchmen of the middle ages. The writer feels assured that it would not require much persuasion to secure the whole-hearted cooperation of pastors to establish Catholic school libraries—if they were once approached—for the Catholic clergy are renowned as exponents of Christian culture; and Christian culture is synonymous with literary appreciation, for the chief function of literature is to enrich the spiritual life of the race. In this day of CATHOLIC ACTION there should be a noticeable manifestation of interest in the successful functioning of Catholic school libraries. Here is a worthy project for the skill and tact of the community supervisors.

To say that each Catholic secondary school should have its own school library for securing safe and adequate tools for supplementing school assignments is to demand for a start a reference collection as a source of information in which Catholic principles are certain

not to be distorted by the virus of Protestant propaganda. Such libraries will eventually prove a very great asset to Catholic education. But these libraries require financial aid that is guaranteed. To undertake to run a school library on precarious support is to effect a seven days' wonder; we penalize foolhardiness. But, like all good works, the initial step is hazardous, and the ultimate worth of the cause is a sign to be contradicted.

(To be concluded)

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COMMUNICATIONS

MR. EDITOR:

It should give the resourceful editor of our CATHOLIC LIBRARY WORLD great satisfaction to know that some of his clientele are on speaking terms with one another. One proof of this is the generous response to our appeal for names of Catholic librarians. I want to say, "Thank you" to: Rev. Father Esser, S.P.P.S., St. Joseph's College, Collegeville, Ind.; Sister M. Aurelius, B.V.M., Clarke College, Dubuque, Iowa; and to Sister M. De Lourdes, Briar Cliff College, Sioux City, Iowa.

Considering the high cost of stamps and the scarcity of secretaries, it is nothing but disinterested zeal which prompts such initiative. With these communications, nine more prospects will receive a call from Uncle Sam.

MOTHER M. AGATHA, O.S.U.

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MR. EDITOR:

Several students in our academy who feel confident that they can capitalize their ability to pen verses such as appear on greeting cards, have asked me to whom they might write in order that they may convert their talents into pin money. Will you be good enough to give me any information you can as to where such verses can be marketed? With sincere good wishes for the success of your interesting monthly,

Very truly yours,

SR. A. M.

There are more than a dozen American markets for greeting-card verses. Your students would do well to get in touch with The Boston Line, 1010 Commonwealth Ave., Boston, Mass.; Dreyfus Art Co., Inc., 137 Varick St., New York; Gartner & Bender, 1104 S. Wabash Ave., Chicago; Hall Brothers, Inc., Grand Avenue and Walnut at 26th St., Kansas City, Mo.; Rust Craft Publishers, 1000 Washington St., Boston. Most of these firms want verses of four or six lines. Generally the rate of payment is 50 cents for accepted material. The above data have been taken from the 1933 Writers' and Artists' Year Book, published by Black, London, but obtainable in this country through Macmillan. This modest octavo of some 300 pages contains a mine of information with regard to journals and magazines, both in Great Britain and America; English and American publishers; pseudonyms of many present-day writers, etc.—Ed.

MR. EDITOR:

At the Chicago Convention I talked so much that it is not surprising if some of my words have been misunderstood. Concerning the treatment of forbidden books at Marquette University Library, we not only mark them on the catalog cards "Closed Shelves," but also keep them separate on shelves which are actually closed, *i.e.*, under lock and key. Of course Canon Law does not require this literally, as long as such books are so guarded as not to fall into the hands of those who have no right to peruse them.

FRANCIS S. BETTEN, S.J.

MR. EDITOR:

The CATHOLIC LIBRARY WORLD is doing very good work and I enjoy reading its contents, for I am very much interested in library work. I hope to become more acquainted with other librarians and their work. Wishing you great success in the work for librarians and their needs,

Yours sincerely,

SISTER M. R.

MR. EDITOR:

I thoroughly enjoyed the January WORLD, particularly the splendid article by Miss Barrows. That ought to make "somebody get together" and start something. . . . Just notice from my files that you wrote to me 18 times last year. A cross-cut of an editor's life! Here's the latest A-B-C of letter-writing: A: Alibis, apologies, etc., for not writing sooner; B: Business, make it snappy and leave plenty of room for the next; C: C. L. A. and C. P. I. in season and out of season.

REV. S.

NEWS FROM THE FIELD

The February issue of the *Catholic School Journal* contains a detailed history of Cretin High School, St. Paul. With regard to the library: "Cretin High School has a well-equipped library of 5,000 volumes, catalogued according to the Dewey Decimal System. Especial attention is given to providing opportunities for research in the reference department.

"A well-trained librarian is in charge of all the library activities. Part of his work is to conduct a six-weeks' course in the Use of Books and Libraries, which is included in the English course of each department."

Mr. John Meade Falkner, of Durham, England, while studying in Rome spent many hours of research in the Vatican library. There he experienced courtesy and helpfulness carried to the extent of special privileges. Mr. Falkner, a non-Catholic, died several months ago and a provision in his will bequeathed to His Holiness £500 with "a most humble request that the same may be applied at his discretion for the benefit of the Vatican Library in grateful recollection," etc.

Miss Helen M. Hierholzer's article *Tomorrow—?* was one of the features of the January issue of *The Catholic Charities Review*.

Those intending to participate in the magazine clearing house next summer are reminded that they must submit their files of duplicate books to Father Briellaier by March first. As outlined in the January WORLD, each participant is limited to 100 titles of duplicate books. The following information about each title should appear on 3x5 cards: author, title, number of pages, date of publication and approximate present value of each book.

The *Register* (Denver Catholic weekly) says: "An unusual drive, designed to make the library of DePaul University (Chicago) possessor of the outstanding collection of books on Irish history in the United States, is now under way. It is hoped that the campaign, which will continue until April 12, will add 30,000 books to the library."

INSTITUTIONAL MEMBERS

Below follows a supplementary list of libraries which have paid institutional dues of \$5.00 (Feb. 1, 1933) for the current year Sept., 1932-June, 1933:

College of Notre Dame Library, San Francisco, Calif.
Sulpician Seminary Library, Brookland Station, Washington, D. C.
Madonna High School Library, Aurora, Ill.
Rosary College Library, River Forest, Ill.
College of St. Francis Library, Joliet, Ill.
St. Meinrad's Abbey Library, St. Meinrad, Ind.
Convent of Immaculate Conception, Ferdinand, Ind.
Clark College Library, Dubuque, Iowa.
Cherokee Junior College Library, Cherokee, Iowa.
Immaculate Conception Academy Library, Dubuque, Iowa.
Holy Name School Library, Henderson, Ky.
Aquinas Library, St. Vincent Academy, St. Vincent, Ky.
St. Joseph Priory Library, Covington, Ky.
St. Frances Academy Library, Owensboro, Ky.
St. Mary's Academy Library, Paducah, Ky.
St. Catherine Academy Library, Lexington, Ky.
Xavier University Library, New Orleans, La.
St. Michael's High School Library, Crowley, La.
College of Notre Dame Library, Baltimore, Md.
Maryvale Seminary Library, Bedford, Mass.
Nazareth School Library, So. Boston, Mass.
Convent of the Holy Child Jesus, Melrose, Mass.
Academy of the Assumption Library, Wellesley Hills, Mass.
St. Joseph's Seminary Library, Grand Rapids, Mich.
Webster College Library, Webster Groves, Mo.
Ursuline Nuns, R.U., St. Paul, Mo.
St. Louis Preparatory Seminary Library, Webster Groves, Mo.
St. Patrick High School Library, Elizabeth, N. J.
Georgian Court College Library, Lakewood, N. J.
Our Lady of the Valley High School Library, Orange, N. J.
College of New Rochelle Library, New Rochelle, N. Y.
Marianist Preparatory Library, Beacon, N. Y.
Xavier High School Library, New York, N. Y.
Queen of All Saints High School Library, Brooklyn, N. Y.
Ursuline Academy Library, New York, N. Y.
Assumption Abbey Library, Richardson, North Dakota.
St. John's School Library, Bellaire, Ohio.
Chaminade High School Library, Dayton, Ohio.
Hamilton Catholic High School Library, Hamilton, Ohio.
Purcell High School Library, Cincinnati, Ohio.
St. Mary's Academy Library, Ponca City, Okla.
School of Nursing Library, Mercy Hospital, Pittsburgh, Pa.
Portsmouth Priory Library, Portsmouth, R. I.
Ursuline Academy Library, Galveston, Texas.
Our Lady of the Lake College Library, San Antonio, Texas.
Sacred Heart School Library, Memphis, Tenn.
Cathedral High School Library, Richmond, Va.
Nazareth Library, Roanoke, Va.